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ABSTRACT

This report by the Canadian Education Association identifies present trends and school board concerns in the use of auxiliary personnel. The information contained in this report was obtained through a questionnaire sent to 75 school boards in the summer of 1974. The first section deals with paid aides and presents school board policy on paid aides and information on the various types of paid aides. The second section concerns volunteers and includes information on recruitment, responsibility for and training of aides/volunteers, teacher-volunteer relations, differences between volunteer programs in elementary and secondary schools, problems, liability, and the future use of volunteers. The final section contains the questionnaire. (RC)

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NOTES ON THE USE OF AUXILIARY PERSONNEL IN SOME CANADIAN SCHOOL SYSTEMS

THE CANADIAN EDUCATION ASSOCIATION

L'ASSOCIATION CANADIENNE D'EDUCATION

NOTES ON THE USE OF AUXILIARY PERSONNEL

IN SOME CANADIAN SCHOOL SYSTEMS

THE CANADIAN EDUCATION ASSOCIATION
L'ASSOCIATION CANADIENNE D'EDUCATION
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INTRODUCTION

In 1967 the CEA, in consultation with the Canadian Teachers' Federation, published *A Survey of the Use of Teacher Aides in Canadian Schools*. The major findings of this early survey were

(1) the number of paid adult teacher aides in Canada probably did not exceed 1,000;
(2) the majority of those aides (four out of five) were working at the secondary school level;
(3) the tendency was to employ single purpose rather than multi-purpose aides.

Included in the report of the survey were descriptions of the duties entrusted to various types of aides.

A year or two ago it began to appear that it would be desirable for the CEA to take another look at the use of lay assistants in the schools. It was assumed from the literature that the number of paid aides had increased substantially, an assumption subsequently confirmed when the Education, Science, and Culture Division of Statistics Canada released Service Bulletin vol. 3, no. 6--*Teacher Aides in Canadian Schools*--in September 1974: the seven provinces and one territory for which figures were obtainable* employed an estimated total of 5,938 teacher aides in the school year 1973-74.

Accordingly, wheels were set in motion for the present CEA report by the mailing of a questionnaire in the summer of 1974 to 75 school boards, most of which subscribe to CEA Information Services. What was in mind was not a rigid updating of the earlier survey, though it was hoped to perhaps provide a few new statistics, but to identify present trends in the use of auxiliary personnel and also some school board concerns. A response was received from 67 school systems.

Another phenomenon of recent years has been the ever-increasing number of volunteers helping out in schools. The Statistics Canada publication referred to above states that in the schools of the same seven provinces and territory an average of 2.7 hours per week was worked by an approximate total of 24,354 volunteers in the school year 1973-74. The number of volunteers had increased by 74 per cent since the previous school year. Elsewhere in the literature it is predicted that growing community interest in the schools will cause a further swelling in the ranks of volunteers. For this reason, in addition to information on paid aides, the CEA questionnaire also attempted to find out something about the tasks performed by volunteers, how they are recruited, and what problems, if any, they pose for receiving schools.

Ann McLellan
CEA Reports Coordinator

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* Newfoundland, Nova Scotia, New Brunswick, Ontario, Manitoba, Saskatchewan, British Columbia, and the Yukon Territory

PAID AIDES

School Board Policy on Paid Aides

The first section of the three-part questionnaire used in the CEA survey of auxiliary personnel in schools was designed to find out school board policy with respect to the employment of paid aides. Of the 67 school boards that responded, 57 indicated that they employed aides; however, two of the boards employed only one apiece.

Questioned as to whether aides affected pupil-teacher ratio, most boards replied "no". Nine boards answered in the affirmative, and the teacher equivalency per aide given by eight of them was

.25 teacher--1 school board
.4 teacher--1 school board
.5 teacher--6 school boards

In the ninth school system, 93 hours of extra aide time per week equalled one elementary school teacher, 107 extra hours per week equalled one secondary school teacher.

An attempt was made to discover who was the decision maker with respect to the employment of aides in a particular school--was it the school board office? the principal? the teachers? Of the 55 school boards that responded to this question on behalf of elementary schools, five indicated that they had a formula that decided. Respondents for the remaining 50 boards identified the school board most often in a decision-making capacity: deciding alone--26 boards--or in combination with others --13 boards--for a total of 39. The second strongest influence was the principal, deciding alone--4 school boards--or in combination with others --16 boards--for a total of 20. Boards of trustees, superintendents, and teachers were mentioned far less frequently as being in a direct decision-making position.

The situation regarding secondary schools was much the same. Of the 52 school boards answering the question, three had a formula. Thirty-three of the other 49 school systems named the school board office as a decision maker: deciding alone--21 boards--or in combination with others--12 boards. Again, the principal was runner-up: deciding alone--6 school boards--or in combination with others--16 boards--for a total of 22. Boards of trustees, superintendents, and teachers were more rarely cited as direct decision makers.

Many school boards had a policy covering a basic entitlement to paid aides. Some of the policies affecting elementary schools, as listed by various boards, were

(1) one teacher aide per elementary school
(2) one aide for 20 hours per week for each school with an enrolment of 150 students or more
(3) through a special program grant: one aide for every four elementary teachers

(4) as part of a primary improvement program, each grade two and almost all grade one teachers have a half-time aide
(5) junior kindergarten: one aide for 25 pupils
senior kindergarten: one aide for 30 pupils
(6) one aide per inner-city school kindergarten
(7) $65 per teaching staff member to be spent on aides, with the provision that schools with a staff of fewer than 20 be given an allotment for 20
(8) one library aide in each elementary school with a population in excess of 500 pupils
(9)

enrolment (excluding kindergarten)	hours per week of supportive staff (secretarial and/or aide)
30 - 200	30
201 - 400	65
401 - 600	95
601 and over	125

Entitlement policies affecting both elementary and secondary schools, and policies affecting secondary schools alone, included the following:

elementary/secondary schools

(1) one aide for 12.5 teachers
(2) one full time aide per 500 students
(3) the quota of total paraprofessional staff (teacher aides and stenographic personnel) should be arrived at by taking 12.5 per cent of the professional staff quota for schools

secondary schools

(1) each secondary school is provided with a library aide
(2) a basic allotment of three aides per school
(3) one AV technician per school
(4)

enrolment	number of aides allowed
500 - 800	3
801 - 1,100	4
1,101 - 1,400	5
over 1,400	6

(5) library assistants may be hired where (a) the enrolment in the school is approximately 1,000 students, (b) there are library facilities being used in more than one location in a school. An AV assistant may be hired in a school with an enrolment of approximately 1,000 students; an educational resources assistant may be hired in each secondary school

The final piece of information sought in Part A of the questionnaire used in the CEA survey concerned union membership. Asked whether their aides belonged to a union, 39 of the 57 employing school boards answered "no", 12 boards reported that some or all of their aides belonged to the Canadian Union of Public Employees (CUPE), and four boards stated that their aides were affiliated with local unions or associations. At one of the remaining two boards discussions were underway between the aides and CUPE; at the other, a paraprofessional association was seeking certification.

Types of Paid Aides

As mentioned in the Introduction, one of the major findings of the CEA study of teacher aides in 1967 was that by far the greater number of paid adult aides (four out of five) were working at the secondary school level. In the 1974 survey fewer school boards were contacted, nevertheless it is interesting to note that comparative figures supplied by the 57 school boards that reported from across Canada indicated that only about 35 per cent of their aides were employed at the secondary level.

The terminology describing paid aides seems to have changed somewhat also, with "auxiliary personnel" being the current most favoured term for referring to non-teaching assistants in general. Some school boards have dropped the words "teacher aide" from their vocabulary entirely, preferring to use the term "school aide", partly in order to get across the idea of a general helper who may be called upon to do an infinite variety of tasks throughout the school but also to underline the fact that the aide is not doing the work of a teacher.

Part B of the survey questionnaire asked for detailed information on the various types of aides employed by school boards. In the first two of the following job descriptions, some attempt has been made to distinguish between aides whose duties take them almost everywhere in the school (school aides) and those who work primarily in the classroom with teachers and children (instructional aides), but the dividing line between the two groups is often blurred, as they have many tasks in common. It is much easier to define the roles of aides with more specialized functions, such as AV technicians and library aides.

Information on student aides, somewhat less than had been expected, has been put into a separate section. With the increasing emphasis in many provinces on work experience programs, this would appear to be a subject of especial interest.

SCHOOL AIDES Also called Teacher Aides, Teachers' Assistants, Staff Assistants, Non-Teaching Assistants, Lay Assistants--General, General Aides

About 38 per cent of the adult paid aides reported by the 57 school boards appeared to fall into this category, at least 45 per cent if lunchroom personnel and other aides peripheral to the educational process are excluded when computing the total number of adult aides. There were approximately three times as many school aides working at the elementary school level as at the secondary level.

Typical duties of school aides include the following: general assistance in libraries, resource centres, classrooms, and science labs; preparing AV materials and operating the equipment when necessary; supervising a classroom during the temporary absence of a teacher; supervising playgrounds, study halls, and lunchroom areas; assisting with the physical education program; clerical work, such as typing, filing, telephone answering, preparing classroom materials, and operating duplicating machines; issuing textbooks; helping on field trips; playing musical accompaniment

for games and school activities; sewing costumes for school plays and concerts; and assisting in the organization and operation of school clubs. In some schools, a school aide coordinates the volunteer program.

Over 80 per cent of the school boards filing information on school aides said that they were responsible to the principals of the schools where they were employed.

The salaries paid to school aides at the time of the CEA survey ranged from $2.15 to $4.08 an hour, $350.00 to $573.00 a month, $3,780.00 to $6,296.00 a year.*

Respondents from 29 school boards described the qualifications looked for in hiring school aides. Ten school boards gave grade 12 or high school completion as an educational requirement. In one school system, an approved school aide training course was a prerequisite for employment. Typing was mentioned as a desirable or necessary skill by seven school boards; eleven others stressed good personal qualities, such as the ability to work under teacher supervision and to relate well to teachers and pupils at all levels. One school system required aides working in inner city schools to be able to speak the language(s) common in the community.

In order to gain a more vivid picture of the people filling the various aide roles in the school systems, respondents were asked to give the education and/or previous work experience of some of them. Among those working as school aides were former secretaries and clerks, housewives, and prospective teachers seeking employment in the field of education. A number of the aides had had previous experience in working with children.

Questioned as to what pre-service or in-service training was offered to school aides, five school boards answered "none", six said that training was "on the job", and another six replied that it was up to the individual school. Training in some of the other school systems consisted of the following:

(1) one day of pre-service training at the central office; further training at the local school level
(2) two intensive days of pre-service training, with follow-up
(3) elementary: two brief sessions with central office staff, followed by on-the-job training by the principal
secondary: in-school orientation during early start (one week before school opening) and on-the-job training
(4) when an aide course was given in the area, school aides were expected to take it as a condition of employment; aides were involved in all in-service sessions held in the schools
(5) eight in-service sessions dealing with various aspects of the school program were offered to school aides by central

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* No doubt these salaries and those recorded elsewhere in this report have increased during the past year.

office staff; final steps in the salary schedule for aides depended upon their participation in these training sessions

(6) a school aide training course, both pre-service and in-service, was run by the board's continuing education division

Very few problems seem to have arisen in connection with the employment of school aides. One board reported that in its secondary schools there was a too-close identification with students if a school aide were a recent high school graduate. In the same school system there had been some objection from aides, again at the secondary level, to working a seven-hour day, because it was longer than a teacher's day. Three school boards mentioned problems concerning role differentiation vis-à-vis teachers and even unpaid volunteers. Some aides complained that teachers expected too much of them; on the other hand, teachers resented it when aides assumed duties that teachers considered to be professional. In one school system there had been a tendency for aides not to be used according to the official job description, since it was the prerogative of the principal to assign actual duties; and in another school system problems arose when a department employing an aide was unable to plan adequately for the most efficient use of the aide's time.

In answer to a question about problems that seemed to be looming on the horizon, the main fear expressed for the future concerned salaries: that salaries for school aides would rise to a point at which school boards could no longer afford to hire them. And it was thought that unionization of school aides would possibly lead to demarcation disputes and reduce the necessary flexibility in their use. Any increase in their employment was seen as dependent to some extent upon the availability of jobs for teachers and the willingness of teachers' organizations to accept differentiated staffing.

INSTRUCTIONAL AIDES — Also called Teacher Aides, Teacher Assistants, Regular Class Aides, Instructional Assistants, Paraprofessionals, Lay Assistants--Classroom

In terms of numbers, instructional aides were the second largest category of aide employed by the school boards surveyed. Their main function is to assist teachers with the instructional program in a supportive capacity; they may not prescribe, diagnose, or evaluate. They are in direct contact with individual students or small groups of them.

Among other duties, instructional aides may help children to understand and follow the teacher's instructions on seatwork, assist students who have special needs, distribute materials, keep records, prepare materials, perform classroom housekeeping chores, assist the teacher in special demonstrations in science and art, listen to children's oral reading, dictate spelling lists, assist in math drill, read to pupils and type stories composed by them, assist in administering and marking objective tests and record the results, and ensure that the appropriate teaching aids are obtained and set up at the proper time for the class. They may also supervise students in the classroom, at play, on trips, and at lunch.

Most of the school boards using these aides stated that they were responsible to their principals.

The salaries quoted for instructional aides ranged from $2.00 to $3.73 an hour, $261.00 to $349.00 biweekly, $300.00 to $572.00 a month, $5,200.00 to $6,200.00 a year.

Queried as to the qualifications a person must possess in order to be hired as an instructional aide, about a third of the school boards employing them responded in terms of personal qualities, such as compatability and interest in working with children, rather than in terms of educational standards. One board hired as instructional aides only parents of school-age children. Where the requirements were basically educational, they ranged from grade 8, through secondary school graduation, a six-week teacher aide course or early childhood education course, to graduation from a college of applied arts and technology in education resource technology.

The previous work experience of some of the people working as instructional aides at the time of the CEA survey included secretarial and other office work, clerking, guidance counselling, social work, and selling real estate. Some of the aides were housewives, a few had past experience as teachers, and many had worked in a volunteer role with children.

Formal training of instructional aides by school boards seemed to be the exception rather than the rule. The respondent for one board stated that the central office used to offer a two-week pre-service program, but now all aides were trained on the job. On-the-job training was the method of instruction most often mentioned, but more formal methods were described by some school boards:

(1) all teacher assistants are required to make themselves available for a training period of up to 30 hours in the late afternoons, evenings, or on Saturdays
(2) in-service program has been conducted by the principal and teaching staff for approximately 1.5 hours per week
(3) one day of in-service training is offered by a team at the central office, in addition to in-service training at the local school
(4) half-day session in central office and half-day session with another teacher aide
(5) two months of educational theory courses; three months' on-the-job training

Asked about problems encountered in the use of instructional aides, respondents indicated that there had been none of a serious nature. One school board replied that getting teachers to use aides creatively had proved to be a minor problem, another board felt that teachers tended to be patronizing in their attitude toward aides, and a third said that there had been some concern for the authority of teacher aides and their relationship with staff and parents, but that by using foresight this difficulty could be prevented. A rather more awkward problem stated by one respondent was uncertainty regarding the availability of instructional aides from one year to the next, due to fluctuations in the budget.

With respect to future eventualities, some school boards expressed the fear that being required to pay union wages might force them to curtail their instructional aide program. Other factors that it was thought might bring about a decline in the use of aides were increased opposition from teachers' federations, the negotiation of pupil-teacher ratio by teachers, and the difficulty of maintaining a balance between teachers' conceptions of aide work and the conceptions of unions that aides might join. The involvement of some instructional aides in the teaching process, for example in assisting slow learners to read, was also seen as possibly leading to future problems.

KINDERGARTEN AIDES Also referred to as Educational Assistants, Teacher Assistants, Early Childhood Services Assistants

Seven of the school boards that replied to the CEA questionnaire returned information sheets giving specific details regarding kindergarten and junior kindergarten aides in their employment. Some of the duties assigned to these aides are assisting children in dressing, eating, toileting, and washing; reading and telling stories; assisting in the development of a student's language patterns; preparing visual aid materials; organizing and preparing play equipment for classroom and playground areas; assisting in play activity, singing, and craft periods; acquiring and setting up AV equipment; and comforting children who are overtired or upset.

Most of the kindergarten aides were reported to be responsible to the principal through the teacher.

Salaries for kindergarten aides in the seven school systems responding ranged from $2.00 to $3.50 an hour, $376.00 to $606.00 a month, $3,700.00 to $6,200.00 a year, at the time of the CEA survey.

The qualifications for obtaining a position as a kindergarten aide, as listed by the seven school boards, were

(1) minimum grade 10 academic standing; experience in working with children; flexibility
(2) mainly personality and human relationships with children
(3) early childhood education course at a college of applied arts and technology preferred
(4) high school diploma and specialized training in early childhood services
(5) high school education/secretarial training and/or experience
(6) early childhood education certificate
(7) music ability and university training

Many of those who were currently employed as kindergarten aides had had previous experience in working with children: some had been employed earlier in nursery schools or day care centres, some were ex-teachers, and some were mothers returning to work.

Six of the seven school boards provided some sort of pre-service or

in-service training for kindergarten aides. The most extensive program reported consisted of one week in an operating class, several days of training by the board consultant, then regular in-service training during the year. In one of the school systems where kindergarten aides were required to have a certificate in early childhood education, the aides participated in teachers' professional development days.

Only two respondents mentioned problems in connection with employment of kindergarten aides. One indicated that it had been difficult to get a high enough wage scale and fringe benefits for them. Also, although some teachers and principals had been reluctant at first to use the aides, a current pressing problem was to supply the demand for them. In the other school system, the question of who was entitled to an aide had been a vexing problem until it was solved by formula. Now the main source of concern was personality or command clashes between aide and class teacher. The various strategies for dealing with this problem were to move the aide, to lead the aide to improve his or her relations with the teacher, or to terminate the aide's employment.

The only problems mentioned as possibly cropping up in future had to do with eventual unionization, leading to increased wage demands that would make it more practical to hire teachers, and the fear that in time some kindergarten aides might perform better than certificated teachers.

SPECIAL EDUCATION AIDES — Also called Orthopaedic Assistants, Teacher Aides (Special Education), Aides for the Trainable Mentally Handicapped, Para-professional Assistants

Special education aides work with students who are physically handicapped or mentally retarded or both. Their duties may include assisting in the mobilization of students within the classroom and school; organizing local arrangements for transportation of pupils to and from school; assisting teachers in handling students during swimming classes and sport and outdoor education programs; helping students with feeding, dressing, toileting, and washing; assisting the special program teacher with reading and mathematics drill; teaching skills such as woodworking, cooking, and chambermaid duties; and assisting during crisis situations by withdrawing pupils from the class to work out their problems.

Ten school boards returned information sheets on special education aides. All stated that the aides were responsible to their principals--directly in seven school systems, through the classroom teacher in three.

Salaries listed for this type of aide ranged from $2.00 to $4.25 an hour, $70.00 to $85.00 a week, $300.00 to $375.00 a month, $3,087.00 to $5,400.00 a year.

Empathy for children was described by several school boards as a necessary qualification for working as a special education aide. Other attributes listed as desirable were maturity, patience, flexibility, and good physical health. Courses taken at community colleges were also mentioned as an asset. When hiring orthopaedic assistants, one school board

looks for a general knowledge of therapeutic activities for handicapped children. As qualifications for other special education aides, the same board lists experience in working with children exhibiting emotional and/or behaviour problems, and the ability to work closely with a teacher in implementing a consistent approach to classwork.

Among those employed as special education aides at the time of the CEA survey were housewives, ex-teachers, non-qualified teachers, graduates of child care courses, and former secretaries. The respondent for one school system reported that most of those engaged in teaching skills to the educable mentally retarded were retired people who were journeymen of various trades.

None of the school boards offered a pre-service training program for special education aides, though two mentioned orientation sessions at the schools. Training was mainly on the job, sometimes supplemented by in-service programs.

No serious problems had been encountered by the ten school boards in connection with the employment of special education aides. However, the respondent for the board employing lay assistants to teach skills to the mentally retarded said that teachers' federations were sensitive to the hiring of these people as they feared the loss of teaching positions; it was thought that in the future there might be some pressure to have them removed.

AUDIO-VISUAL TECHNICIANS Also called Instructional Materials Technicians, Audio-Visual Coordinators

Of the 57 school boards employing paid aides surveyed by the CEA for this report, seven returned information sheets on AV technicians. Their returns indicated that these seven boards employed in their schools a total of 130 full time AV technicians, a marked increase over the 51 reported by the CEA as being employed full or part time in 1967, based on returns from a much wider survey.

The duties of an AV technician include production of audio-visual instructional materials requested by teachers; maintenance and distribution of AV equipment within the school, including inventory control; training teachers and students to operate various items of equipment; and taping programs.

All AV technicians were reported as being responsible to the principals of the schools at which they worked; respondents for two school systems said their technicians were also responsible to the AV coordinator at the board office.

Salaries listed for AV technicians in the 1974 survey ranged from $144.00 to $174.50 a week, and from $4,800 to $9,028.00 a year.

Five of the seven school boards required their AV technicians to have completed a diploma course at a post-secondary institution or to possess equivalent experience with audio-visual equipment.

Pre-service and/or in-service training was provided by the media department at the central office of three of the school systems; AV technicians working for two other school systems were trained on the job; the respondent for the sixth school board stated that no training was provided; and the seventh board's sole AV technician had received a general introduction to the work from his principal and the teacher mainly responsible for audio-visual materials.

Problems accompanying the use of AV technicians were said to be virtually non-existent. It was mentioned that one school had experienced some difficulty in getting teachers to cooperate in the checkout and return of audio-visual equipment, and that initially everyone on the teaching staff was making demands at the same time.

The only fear for the future expressed by a school board was that the effect on the budget of CUPE and teacher negotiations might make it necessary to eliminate AV technicians from the staff.

LIBRARY ASSISTANTS — Also called Library Technicians, Library Aides, Library-Clerical Aides, Library-Resource Centre Aides

The library assistants reported on fell into two classes, those who had completed library technician courses or their equivalent and those who had not, with an approximately equal number in each group. Both classes of library aides assist the school librarian with the more routine library and audio-visual work, such as filing, typing, film splicing, helping students to locate materials, and circulation procedures. Library technicians may also help with cataloguing and preparing bibliographies; some are in full charge of school libraries.

The information sheets on library assistants received by the CEA from 16 school boards indicated that they might be responsible to either a school's librarian or its principal. One or the other was cited by most respondents, and in about equal numbers, whether it was secondary or elemtary schools under consideration.

The salaries reported for library technicians ranged from $3.15 to $4.29 an hour, $261.00 to $317.00 biweekly, $642.00 to $709.00 a month, $5,750.00 to $9,028.00 a year. Salaries listed for other library assistants varied from $2.51 to $3.72 an hour, $350.00 to $582.00 a month, $4,200.00 to $7,400.00 a year.

The main qualification school boards look for when hiring library technicians is, of course, a certificate indicating completion of a training course at a recognized technical school, college, or university. Other library assistants should have a full high school education and typing skill, along with an interest in books and the ability to relate to teachers and students.

Training of library assistants appeared to occur almost entirely at the school level, and to be largely informal and on the job. Some schools offered orientation sessions at the beginning of the school year.

Very few problems had been associated with the use of library assistants. One respondent mentioned that there had been some opposition to their employment from the provincial teachers' federation.

Only four school boards expressed any apprehensions regarding the future of library assistants. One of these had to do with professional responsibilities: how many of the librarian's duties does the library technician assume? Two other concerns were the possibility of union escalation of salaries beyond budget limitations and the difficulties that might arise where teachers were allowed to negotiate pupil-teacher ratio.

LABORATORY ASSISTANTS Also called Laboratory Aides, Laboratory Technicians

The general function of the laboratory assistant is to aid the applied science teaching staff in secondary schools by maintaining an inventory of materials, supplies, and equipment; by preparing and setting up demonstrations and experiments in the laboratories; and by caring for animals and other live specimens. Only five of the school systems participating in the CEA survey returned data sheets on adult aides of this type.

Asked to whom lab assistants in their schools were responsible, two respondents indicated the principal; another, the department head; and a fourth, the lab instructor. The fifth response was unclear.

Salaries quoted for lab assistants ranged from $3.50 to $4.475 an hour, $235.00 to $288.00 biweekly, $529.00 to $572.00 monthly, and $4,998.00 to $6,913.00 annually.

Lab assistants were usually required to have at least a complete high school education with some background in applied science. They must have organizing ability, the desire to assume responsibility, and be able to work harmoniously with teachers and pupils.

Some of those filling this position at the time of the CEA survey had had lab technician or university courses, some were ex-teachers, and some had had experience in government or industrial labs.

None of the school boards offered any training courses to their lab assistants; all training was informal and on the job.

No one reported any problems to date in connection with the employment of lab assistants, but one respondent thought that there might be future controversy over encroachment into the teaching process.

NOON-HOUR SUPERVISORS Also called Lunchroom or Cafeteria Aides or Supervisors

Noon-hour supervisors are part-time employees whose duties, in addition to supervising students in the lunchroom or cafeteria, may include food ordering and dispensing, operating a cash register, and cleaning off tables. In elementary schools, they may also supervise pupils in the playground for part of the lunch period.

The nine school boards that sent the CEA information sheets on noon-hour supervisors stated that these aides were responsible to the principals of the schools where they worked. Their salary range was from $2.00 to $3.72 an hour.

With respect to job requirements, respondents said that when hiring they looked for mature and reliable persons with the ability to organize and lead and to communicate effectively with children. One school system stressed that lunchroom aides must be of clean appearance; another asked for previous cafeteria experience.

Those who were currently working as noon-hour supervisors included a number of married women who lived near the schools at which they were employed and several persons experienced in community work with children.

All training reported by the school boards was on the job, usually under the direction of the principal.

Questioned about problems, one school board replied that an extra-long lunch period meant that their supervisors had to organize other activities for the children and they were not trained to do so. Two other respondents indicated that noon-hour supervision is a difficult job and it is hard for non-school people to be effective in certain situations. The respondent for a fourth board said that it was difficult to find sufficient numbers of aides available for such a short period of the day and that many people prefer the more varied and interesting duties of a full staff assistant. As the number of positions as staff assistants or school aides grows, the supply of supervisory aides declines.

BUS SUPERVISORS Also called Bus Aides

Three school systems named bus supervisors as a separate category of aide on data sheets returned to the CEA. One school board hired them simply to supervise the loading and unloading of bused students; the other two boards also paid them to ride on the buses with the children as they were being transported to and from school. The eleven bus supervisors working for one of the latter boards dealt with children attending schools for the trainable retarded; an important part of their job was to assist children who became ill and to make certain that all the children got from the bus to the inside of the school.

The bus supervisors working with TR students were responsible to the special services department of their school system; the other bus aides reported to the principals of their schools.

Bus supervisors must first of all be mature and reliable persons with even tempers. Other desirable qualities are good physical health, flexibility, and the ability to relate to parents. In some situations, facility in a second language is valuable.

Salaries for bus supervisors ran from $2.00 to $3.50 an hour. The respondent for one school board said that their bus aides were mainly former labourers in factories, packaging, and serving.

As a form of pre-service training, bus supervisors working with TR students travelled on a route with an experienced employee; in the other school system that put aides on its buses, sometimes a teacher travelled with a new aide.

There had been few problems accompanying the employment of bus supervisors. The largest of the three school boards reporting attributed this to careful selection and supervision by principals.

MISCELLANEOUS ADULT AIDES

Food Services Assistant, also called Food Service Technician Three school boards reported employing this type of aide in some of their secondary schools. The food services assistant helps students in preparing food for the school cafeteria or in the chef training area of the school, and also helps to maintain a clean kitchen. Seven of the eight aides in this group were responsible to the food services teacher, the other aide was responsible to the principal. Salaries listed were around $2.50 an hour, and $261.00 to $317.00 biweekly. Requirements for employment included the ability to work with vocational students and academic staff, and experience in commercial or institutional food preparation and service.

Native Paraprofessional Respondents for three school boards told the CEA that they had one or two Indian aides working in schools attended by Indian children. The main qualification for this type of aide is the ability to communicate with both regular and native teachers and students. The respondent for a board located in Manitoba said that the provincial Department of Education sponsored training programs for the aides and paid their salaries.

Other types of paid aides employed by one or two school boards were beauty culture technicians, a commercial artist, swimming and skating instructors, vocational trades technicians (journeyman level trades work), an industrial arts assistant, an automotive technician (who performed supervisory duties in the sales and service area of a school-run automotive centre), a commercial technician (who mainly assisted typing students), security aides (who maintained the security of schools and school grounds throughout the day), essay markers, a high school clerical and re-reading aide (whose main function was to assist in a grade 7 and 8 language program with low-achieving students), a science aide (attached to an elementary school resource centre), and a chef.

STUDENT AIDES

Nine of the school boards that participated in the CEA survey stated that they employed some of their secondary school students as paid aides: three boards used students as elementary school aides, one board used them as instructional aides in elementary schools, another board employed students both as elementary school aides and as lab assistants at the secondary level, two more boards used students as lab assistants in secondary schools, one board used some students as lunchroom supervisors in secondary schools, and the ninth board employed a few senior high school students as noon-hour supervisors for elementary school children.

A tenth school board, although it did not classify students as school aides or hire them under contract as such, paid students on a casual basis for such jobs as acting as accompanist for music classes, supervising classes in high schools for short periods (half a day or less) when a teacher was absent, repairing textbooks and library books, and collating at the central office.

Below are short descriptions of the various aide roles performed by secondary school students as reported to the CEA.

School Aides Of the four school systems that stated that they employed some students as school aides, only one filed a separate information sheet on them. In this school system, by authority of the provincial Department of Education, senior high school students were employed part time under contract as aides at the elementary school level as part of a work experience program for which they received credits. For each of these students their high school was required to have (1) a letter giving parental approval, (2) the approval of the Board of Industrial Relations of the contract between the student and the employer (i.e. the principal of the receiving elementary school). Students were covered by insurance held by the school board and were subject to the terms of the Workmen's Compensation Act in the event of injury while working on the job.

One of the regulations of the Department of Education of this province (Alberta) requires that the work experience program for each student form an integral part of a planned school program. For this reason, general program students were given clerical tasks and matriculation program students were given duties of a more academic nature, such as helping teachers with reading groups and coaching slow students.

At the time of the CEA survey, students 17 years of age and under were paid $1.60 per hour and those 18 and over were being paid $1.75 per hour. However, immediately following our survey budget limitations forced this school system to discontinue paying wages to the students.

During the time that they spent working as aides, the students were of course responsible to their employing principals. Before beginning their duties they were required to take a short training course at the school board office; they received further training at their place of employment.

Problems with these student aides were reported as being minimal.

Instructional Aides The school system that employed students as part-time instructional assistants paid them an honorarium of $25.00 for two semesters. The only requirements for these aides were that they be in grade 12 and that they be interested in children. Most intended to enter teacher training after secondary school graduation. Their job as aides was to provide clerical assistance to the teacher and to perform non-teaching duties involving children in kindergarten to grade 6. Training was provided on the job and the student aides were responsible to the elementary school teachers to whom they were assigned.

Laboratory Assistants Senior high school students were being hired at the rate of $1.25 an hour to clean glassware and to store and stock laboratory

equipment by one school board that took part in the CEA survey. The requirements for these aides were that they be reliable, industrious, and interested science students. They were trained on the job and were responsible to the head of the science department.

Two other school boards also hired senior secondary school students as lab aides. The information sheets sent to the CEA did not differentiate between the duties and remuneration of the student aides and those of the adult lab assistants, so it is assumed that the students received the standard payments of $4.475 an hour in one school system, $3.50 to $4.29 an hour in the other. Training was carried out on the job, and the aides were responsible to the lab instructor or the department head. One of the school boards specified that student lab aides must have good standing in courses, and be reliable and able to relate to other students.

Noon-Hour Supervisors One school system used high school students to aid in supervising their own lunchrooms. In return the students received a daily sum equivalent to the price of a meal. They were responsible to their principals.

Another school system included a few senior high school students among the aides it hired to supervise elementary school children who brought lunches to school each day. The going rate for noon-hour supervisors was $2.00 an hour and they were responsible to the principals of the schools.

VOLUNTEERS

The third and final section of the questionnaire used in the CEA survey of the use of auxiliary personnel in Canadian schools was designed to gather information on unpaid volunteers. Of the 67 school boards that participated in the survey, 61 indicated that they used volunteers in their elementary schools. About 42 of the 61 used volunteers in their secondary schools as well, though in two school systems this use was limited; among the remaining 19 there appeared to be three school boards that did not operate secondary schools.

The variety of tasks that may be successfully performed by volunteers is virtually endless, judging by the long lists appearing in the handbooks and reports sent to the CEA office by several school systems. However, most volunteers perform essentially the same jobs as paid school aides and instructional aides, with the difference that in schools where they are used there tend to be more of them than there normally would be of paid aides and they average fewer hours of work per week.* Other points of difference are that volunteers more often act as resource people in specialized areas, such as arts and crafts, and they are more apt to be involved in activities that take place outside of regular school hours. Included in the ranks of volunteers are guest speakers on a particular topic.

Recruitment

The school boards were asked from which groups their volunteers were drawn--parents of pupils? the community at large? post-secondary students? secondary school students? other groups? As would be expected, parents were to be counted among the volunteers in all schools: they were specifically mentioned in either the completed questionnaires or the supporting documents sent to the CEA by 54 of the 61 school boards; and the remaining seven boards cited as a source of volunteers "the community at large", of which parents of course form a part. What is perhaps of more significance is that in eight school systems parents of pupils were the *only* volunteers.

Most of the school boards drew their volunteers from more than one group of people. The frequency with which other sources of volunteers were mentioned by respondents was as follows: the community at large, 45 times; post-secondary students, 22 times; secondary school students, 34 times; other groups, 4 times. "Other groups" included retired teachers and principals, grand friends (senior citizens), and service groups and clubs, such as the Junior League, the University Women's Club, and the National Council of Jewish Women.

Principals appeared to be the main people involved in recruiting

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* As quoted in the Introduction to this booklet, Statistics Canada calculated that in the 1973-74 school year, in the seven provinces and one territory for which figures were available, there were four times as many volunteers as paid aides (24,354 volunteers, 5,938 paid aides) and the volunteers worked an average of 2.7 hours per week. Paid aides averaged 17.9 hours of work per week.

volunteers; their work in this regard was referred to by 56 of the 59 school boards that responded to the question "By whom are volunteers recruited?" The second most active group of recruiters were teachers, who were mentioned by 29 respondents. Then came school advisory councils or committees, referred to by 14 respondents, and the school board office, mentioned by 9.

The methods used were various. In addition to direct invitations from school personnel by telephone or at school visiting nights or parent-teacher or school council meetings, appeals were made to parents to volunteer through bulletins, newsletters, and pamphlets distributed by pupils. The channels through which appeals for volunteers from the community at large were made included local organizations, newspaper advertisements and publicity about successful volunteer programs, radio and television announcements and interviews, posters displayed in public places, door-to-door canvassing, coffee parties held at the homes of experienced volunteers, and flyers to local industries. Through contact with universities and community colleges, post-secondary students seeking practical experience related to their field of study were encouraged to find it as volunteers in the schools.

Forty-seven of the school boards participating in the CEA survey indicated that they had difficulty in recruiting male volunteers, the main reason of course being that most men are at work during school hours. Male college and high school students helped to fill the gap. Several boards had had considerable success in attracting men as resource speakers; and men who were retired, including retired teachers, were said to be a good source of daytime volunteers.

Outside of regular school hours there was a better response from male members of the community. Development of a community school program had had good results in two school systems; in another, study nights and sports nights drew a number of men out to the schools. The main key to attracting male volunteers seemed to be to appeal to their special talents and interests. Men were said to be particularly helpful with sports and other athletic programs, outdoor education, and courses in carpentry, electricity, crafts, and drama. The comment was made by one respondent that although there were comparatively fewer male volunteers, generally they were very efficient and faithful.

Responsibility for and Training of Volunteers

A question asking to whom volunteers in elementary schools were responsible brought replies from 59 school boards. Volunteers were considered to be responsible to the principal in 31 school systems; to teachers in 8; to the principal and teachers in 17; to the principal, teachers, and coordinator of volunteers in 2; and to the principal, teachers, and librarian in one.

Information as to whom volunteers were responsible in secondary schools was supplied by 41 school boards: they were responsible to the principal in 21 school systems; to teachers in 8; to the principal and teachers in 6; to the principal, teachers, and coordinator of volunteers in 2; to the principal and vice principal or a department head in 2; to the principal, teachers and media centre librarian in one; to the principal, teachers, and chairman of the parents' council in one.

It has been said that volunteers ought not to be assigned only "joe" jobs to do; if they are not given a chance to use their various talents or to develop their latent abilities, they are likely to become bored and to disappear from the schools.

In most of the school systems participating in the CEA survey, the training of adult volunteers, whether for work in elementary or secondary schools, was on the job, often preceded by an orientation session or sessions, usually held in the schools. One school board prescribed orientation as follows: three to five sessions dealing with teaching, the school system, and resources, with an emphasis on programs, professionalism, and relationships--between teacher and volunteer, volunteer and child, volunteer and principal, volunteer and school community.

In one or two school districts where training was normally on the job, central office courses were nevertheless provided for volunteers working in special education. A number of school systems did, of course, offer training programs at the central office for all volunteers. It was reported that in one western city, the public and Catholic separate school boards had jointly given a course for parent volunteers. In the central office of another school system, a series of short courses was given throughout the year on tasks encountered by volunteers working in specific areas, such as art, audio-visual materials, outdoor education, games, and kindergarten. Each course comprised three three-hour sessions.

Where there was a board-sponsored training course, it did not necessarily follow that all volunteers were required to take it; in at least one school system that responded to the CEA questionnaire, the decision as to whether or not the central office course would be utilized was left up to the individual school principals.

Other types of training reported as having been taken by some volunteers were a teacher assistant course given at a community college and leadership training courses that formed part of the night school curriculum of one of the school boards. One respondent observed that some volunteers were former teachers and while their earlier training and experience might be an asset, it also provided more chance of conflict in the schools where they assisted.

Secondary school students who were taking an elementary school practicum credit course offered by one school system spent one third of the course time on theory and two thirds of it working as volunteers in elementary schools.

Relations between Teachers and Volunteers

As part of its survey, the CEA sought to find out who decides whether an elementary school teacher will use volunteer help. Of the 59 school boards that supplied answers to this question, 26 stated that the decision was made jointly by the principal and teacher. Replies from the other 33 respondents were as follows: the teacher made the decision in 17 school systems, the principal in 13, and there were various combinations of decision makers in 3.

Among the 37 school systems that supplied data along the same lines with respect to secondary schools were 12 in which the decision to use volunteers was made jointly by the principal and teacher, 13 where the decision was made by the teacher, 10 where the decision maker was the principal, one where the decision was made by the teacher and a department head, and one where the decision was made by the teacher or the guidance department.

The CEA also asked the school boards "At what grade levels are elementary teachers most ready to accept volunteer help?" Respondents for 17 of the 57 school boards that answered this question indicated that teachers at all grade levels were equally ready to accept volunteers. Elsewhere the story was somewhat different. Teachers of kindergarten or the primary grades, or a combination of the two, were said by 24 school boards to be more receptive to volunteers; an additional 5 boards indicated greater receptivity to volunteers among teachers in primary and junior or lower intermediate divisions. To sum up: 29 school boards, half of the 57 responding to this question and approximately three quarters of the 40 that indicated differences, reported that greater receptivity was shown to volunteers by teachers of kindergarten and the lower grades.

A query as to the grade levels at which secondary school teachers are most ready to accept volunteer help did not lead to any significant findings, perhaps because, as the respondents for several school boards pointed out, high schools are subject rather than grade oriented.

A further question was asked regarding teacher attitudes toward volunteers: "Have you noticed any pattern in teacher acceptance of volunteers?"

Four respondents felt that competent, confident, secure teachers more readily accepted volunteers in the classroom. It was mentioned that less competent or confident teachers wished help with materials, typing, and other work that volunteers might perform outside the classroom under someone else's supervision. The reply from a fifth school board was that younger teachers were more likely to welcome the services of paraprofessionals.

Other comments of interest were that teachers in "progressive" schools were more receptive to volunteer help than were teachers in "conservative" schools; the more open the program in a school (for example, if it featured small-group and individual instruction and pupil investigation), the more likely it was to find a large number of volunteers; if the first teacher-volunteer experience in a school was a meaningful relationship, the demand for volunteers grew; acceptance of volunteers depended in part on the teacher's ability and willingness to spend time on pre-planning and organization; teachers must be part of the decision to use volunteers; the more difficult the child, the more willing the teacher to accept volunteer help.

One respondent gave the degrees of teacher acceptance of types of volunteers as follows: ready acceptance of resource volunteers, fairly general acceptance of support service volunteers, limited acceptance of instructional support volunteers.

Differences between Volunteer Programs in Elementary and Secondary Schools

Asked if there were any major differences between their volunteer programs in the elementary and secondary schools, a number of school boards had comments to make. Half a dozen pointed out that there were fewer volunteers working in their secondary schools. The remarks of two other respondents have some bearing on this:

(1) fewer volunteers feel confident about helping in secondary schools; they are diffident about their own level of ability in the various subjects and nervous about discipline
(2) elementary programs are more extensive and there is generally a closer relationship between teacher and volunteer; secondary programs are often single occasion requests, elementary are usually on-going programs

In one school system, the secondary schools used mostly student volunteers, whereas the elementary schools used mostly adults. The adult volunteers in the high schools of this system and one other tended to be of the special resource type, for example discussion leaders and catalysts and representatives of community resources. The respondent for still another school board was of the opinion that because of their size, high schools need volunteer coordinators, whereas not all elementary schools do. One school system reported that their elementary schools used more volunteers in the classroom, their secondary schools in office work; another stressed the reverse--that a large number of volunteers in their elementary schools were engaged in non-classroom duties, such as typing, mimeographing, cataloguing, repairing books, and helping with excursions.

Problems Encountered in the Use of Volunteers

As the respondent for one school board put it, diplomacy and good judgement are very important in selecting volunteers, since the principal does not have the same authority over them as over employees under contract.

In the course of their work in schools, volunteers become aware of a great deal of information concerning students and staff that ought to be held in strict confidence. Incalcuable harm can be caused in a community by the injudicious gossip of volunteers. In listing problems associated with the use of volunteers, the respondents for six school systems mentioned confidentiality as a potential trouble spot. The need for discretion should be impressed upon volunteers in their pre-service interview and they may also have to be reminded of it from time to time. There is little choice but to dispense with the services of a volunteer who lacks professional discretion.

The problem most frequently mentioned by the school boards was that of irregular attendance of volunteers; it was said to be very disheartening when they failed to show up after teachers and students had begun to depend upon them. Few solutions were offered. Clearly written and stated expectations and guidelines seemed to one respondent to be the only answer; another said that planning regular work schedules encouraged volunteers to develop a feeling of commitment.

A personality clash between a teacher and a volunteer is another problem that must be faced sometimes. It may be solved within the school by transferring the volunteer to another teacher or, where the school system has a central volunteer bureau, the volunteer may be assigned to a different school. Some volunteers are rather strong personalities who tend to interfere with school programs instead of assisting teachers in carrying them out. Occasionally it is possible to ease these people into serving on telephone committees, where their aggressiveness is often an asset. In one school system that participated in the CEA survey there had been a major problem with volunteers who wanted to come into the schools but whom teachers did not want. This was solved by having school personnel make recommendations to the school board, from whence issued the final decision on who was approved to work in the schools as volunteers.

As with paid aides, conflicts sometimes arise over lack of definition of roles. The respondent for one school board stated that volunteers usually expect to do more meaningful tasks than they are assigned. Some are disappointed to find that they are not involved in actual teaching. In one school system, volunteers are made to understand clearly the role they are to fulfill, and they agree to progress from "low" to "high" level tasks.

Other problems that it may be necessary to cope with where volunteers are used in schools are resistance on the part of some parents, who are uneasy about other parents working with their children; union pressure to employ only paid aides; the need to reassure teachers' associations that professional tasks are not being handled by volunteers; and the occasional infiltration of the ranks of the volunteers by someone with a purpose other than that of being helpful.

Despite all the foregoing, one respondent concluded that the main problem connected with the use of volunteers was how to get enough of them, and another was of the opinion that the use of volunteers had provided the schools with a large group of supporting adults and had had an overall positive effect.

Liability in Case of Injury

Two questions concerning the legal position of school boards with respect to volunteers were given some attention.

Asked who would be responsible if a volunteer were injured while performing a service for the school board, 19 of the boards participating in the survey provided no answer and 9 answered that they did not know. Respondents for most of the other boards seemed to feel that the board would be responsible, at least if it were proven to be negligent in any way, and many carried liability insurance that covered this eventuality. One respondent emphasized that volunteers must work under the supervision of qualified teachers in order to protect the board's liability insurance.

The other legal question was "Who is liable for damages if a child is injured while in the care of a volunteer?" To this, 16 school boards did not reply and 4 answered that they did not know. One or two respondents stated that their board had a policy to cover all children. As for the rest, most

seemed to believe that the school board would usually be liable, particularly if it could be proven to be negligent in any way, and many carried liability insurance that covered volunteers either directly or indirectly because they were working under the supervision of teachers. In Ontario, the *Education Act, 1974* specifies that "Every board shall make provision ... for insuring the board and its employees and volunteers who are assigned duties by the principal against claims in respect of accidents incurred by pupils while under the jurisdiction or supervision of the board." (Section 146, paragraph 8)

What of the Future?

Is the use of volunteers in Canadian schools likely to increase? decrease? or remain about the same? Of the 53 respondents venturing an opinion on this matter with respect to the elementary schools in their own systems, 43 believed that their use of volunteers at this level would increase and 10 felt that it would likely remain about the same.

Only 36 of the 42 school systems participating in the CEA survey that currently had volunteers at the secondary school level would speculate about future use of them. It was expected to increase in 25 school systems, decrease in one, and remain about the same in 10. Nine school boards that were not then using volunteers in their secondary schools answered this question, seven predicting that use would increase (i.e. commence, presumably) and two that it would remain the same (i.e. nil).

"What future development in the use of volunteers would you like to see?" was the final question asked of the school boards. The 37 replies were rather disappointing, in that many seemed to cover the same ground as answers to earlier questions. Five school boards felt the need of a better training program for volunteers. Another respondent, doubtless thinking of volunteers as direct links with the community, said that a program that would help the general public to see a receptivity by schools to its problems would be welcome. Several boards simply wished for an increase in volunteers; among these was one respondent who hoped for greater use of volunteers from public and private agencies, business and industry, on a released time basis (time off with pay).

It was apparent that the school systems were very much aware of the potential value of volunteer help in the schools.

THE QUESTIONNAIRE

A. GENERAL INFORMATION ON PAID AIDES

Note: Some school boards refer to their paid aides as teacher aides, other boards call them school aides. They may be employed to assist teachers in the classroom or with typing and clerical work, to act as a school's AV technician or library assistant, or to do many other non-teaching jobs. For the purposes of this survey, paid aides are not to be confused with clerical and secretarial personnel in the school office.

1. Name and address of school board .....
2. Number of elementary schools .....
3. Estimated elementary school enrolment in the 1974-75 school year .....
4. Number of elementary school teachers (i.e. teaching time*) .....
5. Number of secondary schools .....
6. Estimated secondary school enrolment in the 1974-75 school year .....
7. Number of secondary school teachers (i.e. teaching time*) .....
8. Does your school board employ paid aides? Yes ( ) No ( )

   NOTE: If your answer is no, please enter your signature at the bottom of this form and then skip to Questionnaire C. VOLUNTEERS

9. Do paid aides affect the pupil-teacher ratio? Yes ( ) No ( )
   If your answer is yes, please say in what way:
   Elementary level .....
   Secondary level .....
10. Who decides whether an elementary school will have a paid aide or aides?
    The school board office ( ) The principal ( ) The teachers ( )
    Other (please specify) .....
11. Who decides whether a secondary school will have a paid aide or aides?
    The school board office ( ) The principal ( ) The teachers ( )
    Other (please specify) .....
12. Who decides on the number of aides per school? If there is a formula, please say what it is. (Attach an extra sheet, if necessary.)
    Elementary level .....
    Secondary level .....
13. Do any of your paid aides belong to a professional association or union? Yes ( ) No ( ) If your answer is yes, please name the association or union: .....

B. TYPES OF PAID AIDES

Note: On this sheet please report on one type (according to duties) of paid aide only. For each additional type of paid aide employed, please complete a separate Questionnaire B. Insofar as possible, all statistics given should relate to the 1974-75 school year.

1. Type of paid aide .....
2. Number employed at the elememtary level: Full time .....
   Part time .....
   at the secondary level: Full time .....
   Part time .....

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* For example, 800 full time teachers plus 50 half time teachers would equal 825 teachers.

3. What constitutes full time?
   Elementary level: ..... hrs. per wk.; ..... wks. per yr.
   Secondary level: ..... hrs. per wk.; ..... wks. per yr.
4. Rate of pay: Elementary level .....
   Secondary level .....
5. Do you hire any students in your school system as paid aides of this type? Yes ( ) No ( )
6. Principal duties of this type of aide: .....
7. To whom are they responsible? Elementary level .....
   Secondary level .....
8. Qualifications required: .....
9. Education and/or previous work experience of some of the aides filling this position: .....
10. What pre-service or in-service training do they get? .....
11. Please describe briefly any problems encountered in the use of this type of aide (in establishing work priorities, in relations with other school personnel and with parents of pupils, etc.). If you have developed strategies for dealing with these problems, please say what they are. (Attach an extra sheet, if necessary.) .....
12. Do you foresee any possible future problems connected with employing this type of paid aide? Yes ( ) No ( ) If your answer is yes, please say what they are: .....

C. VOLUNTEERS

1. How many of your schools use volunteers? Elementary .....
   Secondary .....
2. By whom are volunteers recruited?
   The school board office ( ) Principals ( ) Teachers ( )
   School advisory councils or committees ( )
   Other (please specify) .....
3. Please indicate from which of the following groups volunteers are drawn: Parents of pupils ( ) The community at large ( )
   Post-secondary students ( ) Secondary students ( )
   Other (please specify) .....
4. What means are used to attract volunteers? .....
5. Do you have difficulty in recruiting male volunteers? Yes ( ) No ( )
   If you have found ways of involving male parents or men from the community in school programs, please say what they are: .....
6. To whom are volunteers responsible in the majority of your elementary schools? The principal ( ) A teacher or teachers ( )
   Other (please specify) .....
7. To whom are volunteers responsible in the majority of your secondary schools? The principal ( ) A teacher or teachers ( )
   Other (please specify) .....
8. What tasks are performed by volunteers? Please mention special programs, for example any involving post-secondary students. (Attach an extra sheet, if necessary.)
   In elementary schools: .....
   In secondary schools: .....
9. If secondary school students act as volunteers in your schools, which tasks have they proved best able to perform?
   In elementary schools: .....
   In secondary schools: .....

10. What pre-service or in-service training do elementary school volunteers receive? .....
11. What pre-service or in-service training do secondary school volunteers receive? .....
12. Who decides whether a teacher will use volunteer help?
    Elementary level .....
    Secondary level .....
13. (a) At what grade levels are elementary teachers most ready to accept volunteer help? .....
    (b) At what grade levels are secondary teachers most ready to accept volunteer help? .....
    (c) Have you noticed any pattern in teacher acceptance of volunteers?
14. Are there any major differences between your volunteer programs in the elementary and secondary schools that have not been revealed by the preceding questions? .....
15. Please describe briefly any problems encountered in the use of volunteers. If you have found strategies for dealing with these problems (for example, strategies for dealing with problem parent volunteers), please describe them also. (Attach an extra sheet, if necessary.)
16. If known, please say what your board's legal position is with respect to volunteers:
    (a) Who is liable for damages if a volunteer is injured while performing a service for the school board? .....
    (b) Who is liable for damages if a child is injured while in the care of a volunteer? .....
17. (a) In your opinion, will the use of volunteers in your elementary schools in future
    increase ( ) decrease ( ) remain about the same ( )
    (b) Is the use of volunteers in your secondary schools likely to
    increase ( ) decrease ( ) remain about the same ( )
18. What future development in the use of volunteers would you like to see?